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Your National Guard Counterdrug Office  
is living its motto.

## DRUG FREE STARTS WITH ME

It is ready to be your partner in the  
delivery of this innovative  
substance abuse education program.

# Stay on Track®

An Innovative  
Substance Abuse  
Prevention Curriculum  
Designed for Middle School Students

## A NATIONAL GUARD - SCHOOLS PARTNERSHIP





# National Guard Counterdrug Program



About **Stay On Track®**



For the past two decades, the National Guard Counterdrug Program has been on the forefront of protecting America's future...

## **America's Youth!**

The Counterdrug Program, with members in all 54 states and territories, provides highly skilled personnel, specialized equipment, and facilities to support Community Based Organizations & Law Enforcement Agencies in response to the changing drug threat.

Taught by Trained Teachers and/or their National Guard Partners



## **Objective**

To reduce substance abuse through:  
Cognitive Development,  
Social Skills Development and  
Emotional Development

## **DRUG FREE STARTS WITH ME**

**Stay on Track®** evaluates the effectiveness of the program annually by understanding adolescent behaviors and attitudes toward alcohol, tobacco, and other drug use through a

**Quasi Pre-Post Experimental Design.**

## **12, 45-Minute Lessons 3 Lessons in each of Four Units:**

Health Education • Communication and Interpersonal Skills  
Decision Making and Goal Setting • Media Influences



Produced by the  
**National Center For Prevention  
and Research Solutions,**  
since 1989,  
using the popular appeal of  
**Motorsports!**

NCPRS, through the National Guard Initiative, will reach nearly **120,000** students during the 2009-2010 school year.

### **Stay on Track®**

THE Choice Drug-Prevention Curriculum  
available for 6th through 8th graders.



Equip **Your** Students  
With The Skills  
To Make  
**Positive  
Choices!**



Spanish Translations  
Available

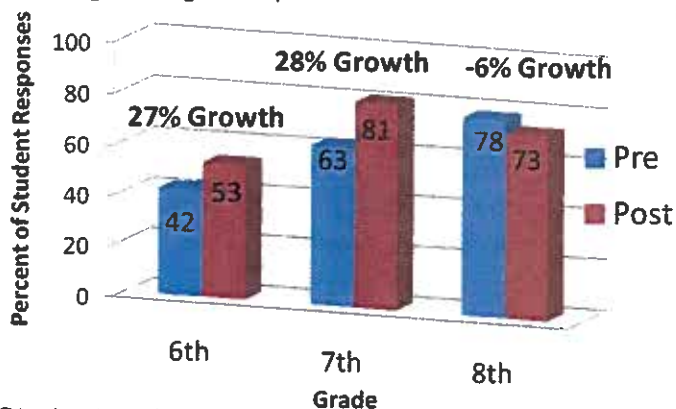
Meets National Learning  
Standards In Health,  
Life Science and Language Arts

Fun • Comprehensive • Innovative • Adaptable



**Figure 1. Knowledge of Drug Effects**

Depicts students' percent growth of correct responses to knowledge of drug effect questions



Students who perceive their peers are using illegal substances at a higher rate than reality are more likely to use illegal substances themselves<sup>2</sup>. To counter this risk factor, students were provided with accurate knowledge of peer use of illegal substances. After program implementation, students' knowledge of actual peer use of marijuana increased by 6%, tobacco use by 12%, and alcohol use by 15%.

**NCPRS considers results above 50% successful!**

**Post-Program Attitude:**

Students believe it is wrong for someone their age to:

- use tobacco (97%)
- use alcohol (94%)
- use methamphetamine (100%)
- use LSD, cocaine, or any illegal drugs (100%)

"I liked everything about the Stay on Track presentation!"

Student in Montana

<sup>2</sup> Robertson, E., Davis, S., & Rao, S. (2003). *Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders*. Second Edition. Retrieved August 10, 2008 from: <https://www.drugabuse.gov/pdf/prevention/RedBook.pdf>

**Any increases are considered successful!**

**Post-Program Knowledge increases of:**

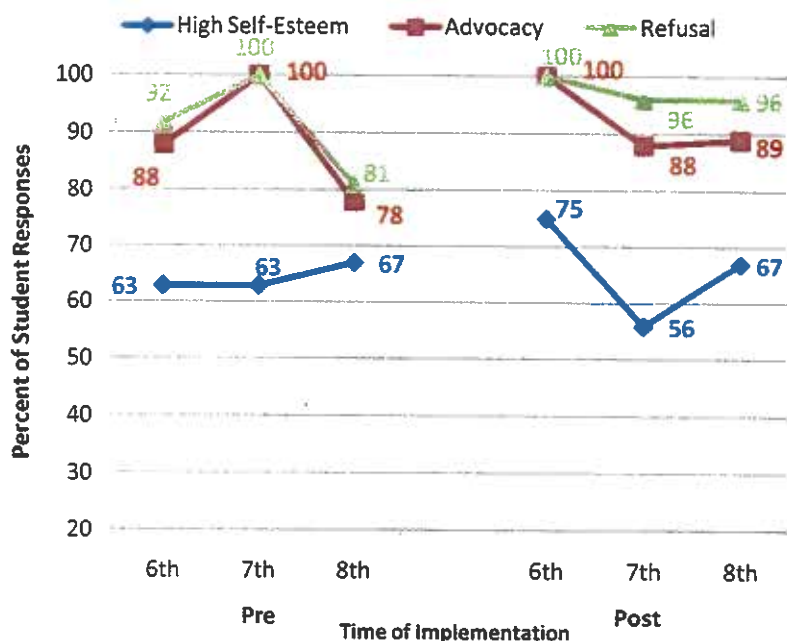
- drug effects by 10%
- alcohol effects by 11%
- tobacco effects by 12%
- inhalant effects by 18%
- depressant effects by 3%
- media influences by 20%

**Attitude**

Students' self-esteem, refusal, and advocacy skills were measured to identify changes in their responses from pre- to post-program survey.

**Figure 2. Attitude and Intention**

Depicts the percent of students reporting high self-esteem, advocacy, and refusal skills at pre- and post-program





The goal of the National Guard's implementation of **Stay on Track** is to help America's youth make the commitment to be drug-free. Empowering youth to make healthy decisions regarding illegal drug use requires a combination of knowledge increases and sustainment, or reinforcement, of their social skills. The greatest impact is achieved through increases in students' *knowledge, drug-free attitudes, and intentions* to refuse illegal drug use.

This State Executive Summary analyzes survey data received at NCPRS prior to 9 July 2009 from students who participated in **Stay on Track** during the 2008-2009 school year. This summary is designed to help you communicate the effectiveness, and the immediate impact, of **Stay on Track** in your communities. Use this as a tool when meeting with school administrators, community leaders, and other organizations to demonstrate how **Stay on Track** is reaching kids and teaching them the value of living a drug-free life.

During the 2008-2009 school<sup>1</sup> year, data from 33 students within one school were used in the **Stay on Track** program evaluation, including eight sixth-, 16 seventh-, and nine eighth-graders. Of these students, 85% were between the ages of 12-14 years old and 46% were from military families. Students documented their race as: 73% White, not of Hispanic origin; and 6% Asian. Twenty-one percent of students rated themselves as "Other".

#### How to Interpret Your Outcomes

Increases in *knowledge, drug-free attitudes and intentions* relative to illegal drug use correlate with reductions in risk factors and increases in protective factors. The **Stay on Track** program is considered a success in your state if the data shows the following:



**NCPRS considers results above 50% successful!**

#### Post-Program Attitude/Intention:

- school connectedness (100%)
- refusal skills (97%)
- advocacy skills (91%)
- goal setting (85%)
- high self-esteem (82%)
- belief that peer substance use is wrong (98%)

1. **Post-Program Knowledge Acquisition:** Any increases obtained in the individual knowledge variables from pre- to post-program are considered successes. These are noted in the text box at the top of the next page.
2. **Post-Program Attitude/Intention:** NCPRS considers any percentages above 50% at post-program as a success. These outcomes are noted in the text box to the left.
  - Students' commitment to school
  - Students' preparedness to refuse drugs
  - Students' intention to advocate drug resistance to their peers
  - Students' goal setting skills
  - Students' self-esteem
  - Students' belief that peer substance use is wrong

<sup>1</sup> Data included in this report reflects students that were in Boulder Middle School.

## Schedule

Understanding that training time is usually limited, this familiarization has, at its core, a 6 hour program that should be adequate to earn teachers some CEU credit, dependent on specific state requirements. If CEUs are not a concern, an abbreviated familiarization could be conducted. When training National Guard personnel, more time may need to be spent discussing learning theory and areas where the members may have little experience. Following are possible schedules with topical areas:

Area	6 Hour Teacher CEU Track	2-3 hour Teacher Track	6-8 hour National Guard Track
<b>Section I: Who's Behind the Effort:</b> Goal of DDR program, why it is good for their kids. Why National Guard? Number of states/schools/students. May be able to use some of the tool kit materials. Discuss current status of drug use/reduction efforts in the USA. We have chosen <i>SOT</i> as our vehicle.	50 min	10 min	35 min
<b>Section II: Understanding the Middle School and Middle School Students:</b> Review of adolescent and adult learning methodology, developmental stages, working with middle school administration, etc.	NA	NA	60 min
<b>Section III: Stay on Track Program Overview</b> What is <i>SOT</i> ? Overview (parts of Sections I-V, Lesson 1,) <ul style="list-style-type: none"> <li>• Goal of program</li> <li>• Developmental history</li> <li>• Evidence-based</li> <li>• Possibility of CEUs</li> <li>• How it meets national standards</li> <li>• Discuss the four unit, 12 lesson format</li> <li>• Discuss layout of a typical lesson</li> </ul>	50 min	15 min	50 min
<b>Section IV: Top Notch Materials:</b> Description of materials <ul style="list-style-type: none"> <li>• Show all written materials and classroom kits.</li> <li>• Let the teachers handle them and look them over.</li> <li>• Play audio and video pieces.</li> <li>• Pre and post-test evaluations, show them and stress importance.</li> </ul>	50 min	15 min	50 min
<b>Section V: Presenting and Evaluating the <i>SOT</i> Program:</b> Practicing the curriculum (Lesson 3) <ul style="list-style-type: none"> <li>• Go through each lesson in the applicable Level</li> <li>• Discuss and practice 3a, 3b, or 3c</li> </ul>	55	60 min	90 min
<b>Section VI: Getting the Message Across:</b> Reinforcing methods of teaching prevention (Lesson 4)	30 min	15 min	50 min
<b>Section VII: Putting it all in Place:</b> Defining implementation steps (Lesson 6)	30 min	15 min	50 min
<b>Section VIII: Guidance Document and <a href="http://www.stayontrack-online.com">www.stayontrack-online.com</a> website</b>	15 min	15 min	30 min
<b>Section IX: Closure, questions and wrap-up</b>	35 min	10 min	35 min
<b>Total</b>	5 hr, 15 min	2 hr, 35 min	7 Hr, 30 min







NLS.5-8.5 Diversity and Adaptation of Organisms	Lessons 1, 2, and 3 (how drug use alters organisms within the human body and can affect genetic structure for future generations).
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### Language Arts

Standard	"Stay on Track" Curriculum Addressing Standard
NL-ENG.K-12.1 Reading for Perspective	Lessons 1-12 require reading and interactive activities to ensure understanding and perspective.
NL-ENG.K-12.2 Understanding the Human Experience	Lessons 1-12 give students a good understanding of how drug use affects the human experience.
NL-ENG.K-12.3 Evaluation Strategies	Lessons 1-12 require students to comprehend, interpret, evaluate, appreciate the course material, and demonstrate understanding through interaction and discussion.
NL-ENG.K-12.4 Communication Skills	Lessons 7, 8, and 9
NL-ENG.K-12.5 Communication Strategies	Lessons 7, 8, and 9
NL-ENG.K-12.6 Applying Knowledge	Lessons 1-12 require students to effectively use the English language to complete activities, interact with class members, and critique other presentations.
NL-ENG.K-12.7 Evaluating Data	Lessons 2 and 4
NL-ENG.K-12.8 Developing Research Skills	Lessons 1-12 all have take home activities, many of which require independent research to complete.
NL-ENG.K-12.9 Multicultural Understanding	Not specifically addressed
NL-ENG.K-12.10 Apply Non-English Perspectives	Not specifically addressed
NL-ENG.K-12.11 Participating in Society	Lessons 1-12 require students to interact with one another, participate in group activities, and demonstrate critical thinking.
NL-ENG.K-12.12 Applying Language Skills	Lessons 1-12 include activities requiring interaction through spoken, written, and visual language.



Several national and educational organizations have taken on the voluntary challenge of creating educational standards, or guidelines, to be used on a national level. The *Stay on Track* curriculum primarily addresses standards in the Health area. However, many standards in the areas of Life Science, and Language Arts are also addressed.

The *Stay-on-Track* program consists of three levels (intended for grades six, seven, and eight). Each level consists of twelve lessons and is divided into the following major units:

Unit One - Health Education (Lessons 1-3)

Unit Two - Decision-Making and Goal-Setting (Lessons 4-6)

Unit Three - Improving Communication Skills and Interpersonal Relations (Lessons 7-9)

Unit Four - Media Influences (Lessons 10-12)

The following tables indicate how the *Stay on Track* program addresses the Standards.

#### HEALTH

Standard	"Stay on Track" Curriculum Addressing Standard
NPH-H.5-8.1 Health Promotion and Disease Prevention	Lessons 1, 2, and 3
NPH-H.5-8.2 Health Information, Products and Services	Lessons 10, 11, and 12
NPH-H.5-8.3 Reducing Health Risks	Lessons 3, 5, 8, and 9
NPH-H.5-8.4 Influences on Health	Lessons 4, 10, 11, and 12
NPH-H.5-8.5 Using Communication Skills to Promote Health	Lessons 7, 8, and 9
NPH-H.5-8.6 Setting goals for Good Health	Lessons 4, 5, and 6
NPH-H.5-8.7 Health Advocacy	Lessons 7, 8, 9, 10, 11, and 12

#### LIFE SCIENCE

Standard	"Stay on Track" Curriculum Addressing Standard
NLS.5-8.1 Structure and Function in Living Systems	Lessons 1, 2, and 3 (short-term and long-term effects of drug use on the body).
NLS.5-8.2 Reproduction and Heredity	Lessons 1, 2, and 3 (negative effects of drug use on testosterone levels and reproductive systems).
NLS.5-8.3 Regulation and Behavior	Lessons 1, 2, and 3 (how drug use affects the ability of internal systems to properly function and regulate).
NLS.5-8.4 Populations and Ecosystems	Not specifically addressed

